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ABSTRACT

This course outline for advanced students of Spanish is based on Units 24 and 25 of "A-LM Spanish," first edition, with numerous materials added. The multiple skills of language are enhanced with continued emphasis on guided discussion and free conversation. Nominalization with the definite, indefinite, and neuter articles is among the structures included. The readings center around such dissimilar figures as Pio Baroja and Miguel de Unamuno, both well-known writers of this century, and Isabel de Castilla and El Cid, who lived centuries ago. However, a main idea pervades all the readings, giving them unity--that of patriotic love and concern for Spain's unity, grandeur, and freedom. The outline contains a statement of the broad goals and performance objectives of the course, a detailed description of course content, suggestions for the expansion of materials, suggested classroom procedures, and sample evaluations. (Author/HW)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE **QUINMESTER PROGRAM**

DADE COUNTY PUBLIC SCHOOLS

FOREIGN LANGUAGE

ADVANCED SPANISH PART 1

(7506.31)

DIVISION OF INSTRUCTION • 1971

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ADVANCED SPANISH

Part 1

Course Number 7506.31

DIVISION OF INSTRUCTION

Dade County Public Schools

Miami, Florida

1972

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COURSE DESCRIPTION

The multiple skills of language are enhanced in this course with continued emphasis on guided discussion and free conversation. Nominalization with the definite, indefinite, and neuter articles is among the structures included.

The readings center around such dissimilar figures as Pío Baroja and Miguel de Unamuno, both well-known writers of this century, and Isabel de Castilla and El Cid, who lived centuries ago. However, a main idea pervades through all the readings giving them unity; that of patriotic love and concern for Spain's unity, grandeur and freedom.

Basic content is that of units 24 and 25 of ALM Spanish, First Edition, with numerous material added.

7506.31

BROAD GOALS AND PERFORMANCE OBJECTIVES

These objectives will be met with 80% minimum proficiency by a majority of the class unless otherwise specified.

The learner, according to his levels of maturity and achievement, will demonstrate his comprehension of material taught by showing ability to converse and write with proficiency acceptable to the teacher. He will:

A. Show understanding of the target language spoken at normal tempo,

1. Given orally, in the target language, the Basic Sentences included in this course, the student will repeat them.
2. Given orally, in the native language, the Basic Sentences included in this course, the student will translate them into the target language with proper language construction.
3. Given orally, in the target language, questions relative to the Basic Sentences taught, the student will answer them with 90% minimum proficiency.

B. Show understanding of discussions about famous people.

After listening to a series of simple class lectures, in the target language, complemented by the readings included in the Course Content and the Suggested Expansion of Materials of this course, the student will:

1. Express knowledge of the biographies of the Spanish writers Pío Baroja and Miguel de Unamuno by giving orally, in the target language, the main biographical facts of their lives and literary careers.

2. Show knowledge of the lives and times of the famous Spanish, real or legendary, figures considered in the Suggested Expansion of Materials of this course, such as: Isabel de Castilla and El Cid, by giving orally in his own words brief summaries of their accomplishments. (In their target language)
- C. Infer meaning of new words from the context in which he hears them.
1. After reading orally and silently the stories and/or their selections included in the Course Content and Suggested Expansion of Materials of this course the student will demonstrate correct inference of the meaning of new words by giving, in the native language, the main idea considered.
 2. Given verbs selected from the lists included in the Course Content and the Suggested Expansion of Materials the student will write the noun forms.
 3. Given adjective forms selected from the Suggested Expansion of Materials students will write the noun forms.
 4. Given noun forms selected from the Suggested Expansion of Materials students will write the verb forms.
- D. Speak satisfactorily on topics within his range of development.
1. After reading orally and silently the stories and/or their selections included in the Course Content and the Suggested Expansion of Materials of this course the student will reproduce, in his own words, what he just read using correct sentence construction.

2. After having completed the readings considered in this course, the student will answer orally the questions included in the Course Content and the Suggested Expansion of Materials.
- E. Recognize structural or grammatical signals by applying them correctly in patterned drills.
1. Given the grammatical points included in the Course Content such as: Nominalization with the definite and indefinite articles and the neuter article "lo," the "review of comparisons," and the "translation drills," the student will perform those patterned drills using given cues.
 2. Given the "Basic Sentences" of the Course Content the student will express knowledge of the preterit tense while reviewing it, by conjugating the verbs that appear in those sentences.
- F. Tell stories.
1. Given the narrative considered in the Course Content "Un paseo en moto," students will re-tell the narrative by taking the parts of the characters.
 2. Given original narratives, devised by the teacher, students will re-tell them by taking the parts of the characters.
- G. Create and generate new, well-formed written sentences in the target language.
1. Given the words included in the "Word Study" and the vocabulary words found beside the narratives of the Course Content the student will write complete, correct sentences in any preferred tense.

2. Given the questions included after each narrative in the Course Content and the Suggested Expansion of Materials, students will answer them by writing complete correct sentences in the asked tense.

H. Write in the appropriate style of the target language.

1. Given the title of the narrative "Nuestra gran aventura," included in the Course Content, or any other attractive title given by the teacher, the student will write original stories with correct spelling and sentence and paragraph construction. (Ex: After reading "El Cid," selected from the Suggested Expansion of Materials the student will write his own description of the Spanish hero).
2. Given in the native language, the "Idiom Drills" that appear in the Course Content the student will write them in the target language.

I. Construct original sentences following a model in the target language.

Given the exercises included in the section "Writing" of the Course Content the student will:

- a. Write a paragraph explaining the significance of the title "Las indignaciones de Shaco." The paragraph should contain approximately 100 words.
- b. Write a paragraph explaining the significance of any title given by the teacher.

- c. Complete paragraphs by filling in blanks with appropriate words.
 - d. Finish an incomplete paragraph with the introductory and closing statements included. The student will complete it with his own words, (using not more than 80 words).
- J. Read orally or silently showing comprehension of materials read.
- The student will:
- 1. Give in the target language a summary of the main ideas contained in each of the readings and selections included in the Course Content and Suggested Expansion of Materials and taught in this course, and express himself correctly enough as to be understood by a native speaker.
 - 2. Give in the native language detailed explanations of the theme and facts contained in each of the readings and selections included in the Course Content and Suggested Expansion of Materials and taught in this course.

COURSE CONTENT

Recommended Textbook: ALM Spanish, First Edition

Inventory of Grammatical Points and Readings

UNIT 24

Basic Sentences

Word Study

Selections from Las inquietudes de Shanti Andía by Pío Baroja:

"Las indignaciones de Shacu"

"El naufragio del Stella Maris"

Nominalization with the definite article

UNIT 25

Basic Sentences

Word Study

Selections from Las inquietudes de Shanti Andía by Pío Baroja:

"Nuestra gran aventura"

Nominalization with the indefinite article

Nominalization with the neuter article "lo"

Review of comparisons

La Generación del 98 - Brief description and definition.

Pío Baroja - Main biographical data.

La Generación del 98: Breve descripción y definición.

Se ha dado este nombre a un grupo de escritores españoles que a comienzos del siglo XX se mostraron en favor de una renovación del pensamiento y la política españolas.

El sentimiento común a este grupo era: la protesta contra la situación nacional, apoyados en el propósito de conocer a fondo los valores españoles de las épocas que ellos consideraban de mayor esplendor y unidad. Entre éstas se encuentran la época medieval y el período de mayor grandeza española: el reinado de los Reyes Católicos.

Numerosos y notables escritores componen esta famosa Generación, tales como Azorín, Valle Inclán, Antonio Machado, Pío Baroja, Miguel de Unamuno y otros.

En este curso se considerarán a Miguel de Unamuno y a Pío Baroja.

Pío Baroja

Pío Baroja Nessi, (1872-1956), nació en San Sebastián. Hizo estudios de medicina y llegó a ejercer la carrera de médico. Luego se consagró a escribir novelas. Fue una de las principales figuras de la Generación del 98.

Baroja fue un espíritu individualista, deseaba ser un hombre de acción, pero era muy vacilante y nunca llevó a efecto sus deseos.

Como escritor era buen observador, muy realista y falto de emoción. Era pesimista, y de un humorismo frío y amargo. Su estilo es seco, cortado aunque claro. No es un estilista. Todos los personajes de sus obras son tipos raros y curiosos y casi todos suelen ser hombres de acción. De su obra Las aventuras de Shanti Andía aparecen selecciones en el Texto.

SUGGESTED EXPANSION OF MATERIALS

El Cid

En la lucha épica que los españoles sostuvieron contra los invasores moros se destaca la figura de El Cid. Rodrigo Díaz de Vivar, llamado "El Cid Campeador," nació cerca de Burgos, en la aldea de Vivar, hacia el año 1040. La leyenda nos dice que Rodrigo fue modelo de generosidad e hidalguía, un hombre de carácter y audacia capaz de acometer las más difíciles empresas.

Las hazañas del Cid llenan la historia medieval española y su figura es ensalzada por los juglares que se dedicaron a cantar no sólo sus victorias, sino la vida del héroe. Su popularidad se justifica por dos hechos notables; fue un defensor de los derechos del pueblo frente al poder opresor del rey, y continuó la batalla iniciada por Pelayo, para recobrar el territorio español del poder de los moros.

Esa lucha para recobrar el territorio español se conoce en la historia como la "Reconquista". La "Reconquista" duró siete siglos y culminó durante el reinado de los Reyes Católicos, cuando se consiguió la unidad nacional.

Cumbres de la civilización española.

Capítulo V. "El Cid: la España de la reconquista," página 42.

Vocabulary list of the reading "El Cid" taken from "Cumbres de la civilización española", and presented according to order of appearance:

- | | |
|--------------------------------|--|
| 1. vasallo -- subject | 21. campeador -- the excellent (warrior, champion) |
| 2. sereno -- calm | 22. sospechaban -- suspected |
| 3. resignado -- resigned | 23. se complacía -- took pleasure |
| 4. adversidad -- adversity | 24. botín -- booty, spoils |
| 5. cumplidor -- reliable | 25. espigas -- spikes, thorns |
| 6. romance -- ballad | 26. encinas -- evergreen oak |
| 7. romería -- pilgrimage | 27. máxima -- greatest |
| 8. aldea -- village | 28. extendiéndose -- spreading, extending |
| 9. meseta -- plateau | 29. prevaleció -- prevailed |
| 10. goces -- pleasures | 30. hazañas -- feats |
| 11. inculta -- uncultured | 31. dispensaba -- bestowed |
| 12. monacal -- monastic | 32. yermo -- deserted |
| 13. equitación -- horsemanship | 33. desheredados -- disinherited |
| 14. manejo -- handling | 34. aguijan -- spur |
| 15. calzó -- put on | 35. riendas -- reins |
| 16. espuelas -- spurs | 36. corneja -- crow |
| 17. caballero -- knight | 37. diestra -- right |
| 18. yelmo -- helmet | 38. pendones -- standards, banners |
| 19. puesto -- position | 39. atrevamos -- dare |
| 20. estandarte -- flag | 40. asilo -- shelter |

- | | |
|----------------------------------|---|
| 41. haberes -- property | 66. emprenden -- start |
| 42. candelas -- candles | 67. fiel -- loyal |
| 43. agradecido -- thankful | 68. maltratarlas -- to abuse |
| 44. tiernos - tender | 69. robledal -- oak grove |
| 45. alejan -- withdraw | 70. ramas -- branches |
| 46. silla -- saddle | 71. bestias -- beasts |
| 47. enfrenados -- broken in | 72. feroces -- fierce |
| 48. premiado -- rewarded | 73. rondaban -- patrol |
| 49. tambores -- drums | 74. mantos -- cloaks |
| 50. hueste -- army | 75. briales -- rich silken skirt |
| 51. cautiverio -- captivity | 76. desmayadas -- fainted |
| 52. palafrenes -- saddle horse | 77. fieras malignas -- wild evil beasts |
| 53. vestiduras -- garments | 78. ruego -- begs |
| 54. pieles -- furs | 79. acudir -- to attend |
| 55. sitio -- siege | 80. túnicas mullidas -- soft robes |
| 56. se corre - spreads | 81. rico brial -- silk shirt |
| 57. comarca -- territory | 82. brocado -- brocade |
| 58. perdona -- pardon | 83. piel bermeja -- bright red fur |
| 59. gozo -- joy | 84. otorgo -- grant |
| 60. yace -- lies | 85. resonancia -- resound, echo, fame |
| 61. orillas -- banks | 86. aniquiló -- annihilate |
| 62. merced -- mercies | 87. tirano - tyrant |
| 63. bodas -- weddings | 88. clarividente -- clairvoyant, clear
sighted |
| 64. infante -- any son of a king | 89. milagros -- miracle |
| 65. avergonzados - ashamed | |

SAMPLE OF EVALUATION

- 1) ¿Cómo era la vida española en la época del Cid?
- 2) ¿Qué acto solemne se efectuó en la iglesia de Santa Gadea?
- 3) ¿Qué entrega el Cid al abad Don Sancho?
- 4) ¿Dónde se reúne Rodrigo Díaz de Vivar con su familia?
- 5) ¿Por qué ruega el Cid al rey que reúna las Cortes en Toledo?

Identifique:

1. Don Alfonso
2. Doña Elvira y Doña Sol
3. Colada y Tizona
4. Doña Jimena
5. Los Infantes de Carrión

Isabel de Castilla

Isabel, medio hermana de Enrique IV de Castilla, se casó en 1469 con Fernando de Aragón. Cinco años más tarde, al morir Enrique IV, Isabel ocupó el trono. Su derecho al trono no fue aceptado por Juana la Beltraneja, hija natural del rey Enrique. Debido a esta disputa, el reino de Castilla se dividió en dos bandos, produciéndose una guerra civil que terminó en 1479 con la Paz de Trujillo. En este mismo año, Fernando sucedió a su padre Juan II en el trono de Aragón.

La unión de los reinos de Isabel y Fernando fue al principio convencional. Los dos reinos continuaban gobernándose como dos entidades políticas separadas, pero más tarde se fundieron en uno.

El reinado de los Reyes Católicos, nombre con que se conocía a Fernando e Isabel, produjo uno de los hechos más trascendentales de la historia española: la unidad nacional con la reconquista de Granada en 1492. Otro hecho importante de este reinado es el descubrimiento de América, inaugurándose su exploración y civilización.

De esta manera al dejar de ser un conglomerado de reinos y otros territorios, para convertirse en un reino unificado, España se convierte en la primera potencia de Europa, y se echan los cimientos de la organización social y política de la España moderna.

En esta floreciente época se inicia el estudio de las humanidades, se tradujeron al castellano las principales obras de los clásicos latinos y un afán de aprender se apoderó de la nobleza castellana.

En resumen, el reinado de los Reyes Católicos fue uno de los más brillantes de la historia española. Esta será en el futuro la época a la que dirigirán sus ojos en busca de inspiración escritores de otras épocas, tales como los de la Generación del 98.

The individual teacher can refer to Cumbres de la civilización española: capítulo VII "Isabel de Castilla: la España renacentista," página 64. If he decides to do so he can develop a vocabulary list like the one included for "El Cid" and use the questions and sample of evaluation included below.

SAMPLE OF EVALUATION

- 1) ¿Por qué fue triste la infancia de Isabel de Castilla?
- 2) ¿Quién era Carlos de Viana?
- 3) ¿Qué efecto produce la boda de Fernando de Aragón e Isabel de Castilla?
- 4) ¿Qué puso en práctica Isabel la Católica?
- 5) Diga algo de la vida cultural en la época de los Reyes Católicos,

Identifique:

- 1) Juana la Beltraneja
- 2) Castillo de Arévalo
- 3) Cardenal Cisneros
- 4) Beatriz Galindo
- 5) Leyes de Indias

Miguel de Unamuno

Nació en Bilbao en 1864, mostrando desde muy joven gran afición al estudio y la lectura. En 1891 ocupó la cátedra de griego en la Universidad de Salamanca, llegando a ser Rector de la misma.

Unamuno es uno de los autores españoles de más renombre e importancia en la literatura del siglo actual, perteneciendo a la famosa Generación del 98. Sus inquietudes personales se reflejan en toda su obra, siendo sus temas preferidos: España y el hombre y su conflicto interior.

El ensayo fue su género predilecto pero también nos legó novelas, poesías y obras teatrales. Entre sus obras más conocidas figuran dos en las que se reflejan su intenso amor a su patria: En torno al casticismo y Andanzas y visiones españolas. En estas dos obras Unamuno se preocupa en analizar los valores españoles, volviendo sus ojos a la época medieval y a la de los Reyes Católicos.

If the individual teacher decides to elaborate on Unamuno and his works, he can refer to the already mentioned books, En torno al casticismo and Andanzas y visiones españolas. Selections from these books should serve the purpose of the readings included in these materials. The main theme of the author in both works is that of the unity of Spain; its unbroken spirit and his own love for individual and national freedom.

Exercises

Supply the noun forms that correspond to each of the following verbs by filling in the blanks.

- | | |
|-------------------|---------------------|
| 1. abrazar _____ | 11. educar _____ |
| 2. arreglar _____ | 12. invertir _____ |
| 3. bailar _____ | 13. limpiar _____ |
| 4. beber _____ | 14. llover _____ |
| 5. besar _____ | 15. nacer _____ |
| 6. confiar _____ | 16. observar _____ |
| 7. conocer _____ | 17. pasear _____ |
| 8. desear _____ | 18. pintar _____ |
| 9. discutir _____ | 19. regalar _____ |
| 10. entrar _____ | 20. sospechar _____ |

Supply the noun forms that correspond to each of the following adjectives by filling in the blanks.

- | | |
|----------------------|----------------------|
| 1. afectuoso _____ | 11. feliz _____ |
| 2. ambicioso _____ | 12. generoso _____ |
| 3. bello _____ | 13. importante _____ |
| 4. bondadoso _____ | 14. loco _____ |
| 5. caliente _____ | 15. nervioso _____ |
| 6. curioso _____ | 16. orgulloso _____ |
| 7. débil _____ | 17. oscuro _____ |
| 8. desgraciado _____ | 18. peligroso _____ |
| 9. diferente _____ | 19. rápido _____ |
| 10. enfermo _____ | 20. rico _____ |

Supply the verb forms that correspond to each of the following nouns by filling in the blanks.

- | | |
|-----------------------|----------------------|
| 1. abrazo _____ | 11. pérdida _____ |
| 2. aburrimiento _____ | 12. prueba _____ |
| 3. castigo _____ | 13. queja _____ |
| 4. decisión _____ | 14. remedio _____ |
| 5. ganancia _____ | 15. robo _____ |
| 6. invitación _____ | 16. salida _____ |
| 7. limpieza _____ | 17. sorpresa _____ |
| 8. mentira _____ | 18. susto _____ |
| 9. mirada _____ | 19. traducción _____ |
| 10. pago _____ | 20. viaje _____ |



SUGGESTED PROCEDURES

It is highly recommended that the teacher use the readings and exercises included in the Suggested Expansion of Materials. If the individual teacher prefers to add to and/or substitute other literary excerpts and original exercises he has the option to do so.

When teaching the "Basic Sentences" the teacher should model them and should use the tapes that accompany the textbook. The same procedure will be followed when teaching the grammatical structures.

When teaching the vocabulary words that appear beside each story in the Course Content it is recommended that synonyms be provided to clarify meaning and enrich the vocabulary. After this material has been taught a quiz on synonyms should be given. (Ex: narrar-contar, el telón-la cortina).

After reading each story, ask students to tell the narrative using their own words. As many students as possible should be involved in this activity.

After answering orally the questions that follow each narrative the same questions should be assigned as homework and answered in writing.

The sections on "Progressive Deletion Drills," and "Patterned Response Drills" of the Course Content can be used as oral and written tests.

The sections on "Writing," and "Writing Drills," of the Course Content should be worked out orally prior to asking the students to complete the written work.

The section on "Conversation," of the Course Content should be assigned as a written exercise.

On the map included in the Suggested Expansion of Materials ask students to point out the regions where the narratives occur. This should be done while working with the narratives as a part of the day's class activities.

Develop a vocabulary list for each of the narratives considered in the Suggested Expansion of Materials. (See the vocabulary list already included).

A sample of evaluation has been made up for two of the narratives of the Suggested Expansion of Materials. It is recommended that the individual teacher add more questions in order to cover each story in its entirety.

In giving tests teachers should take advantage of the ones included in the teacher's manual. But, it is highly recommended that each teacher develop his own tests according to the level of development achieved by each group of students.

SAMPLE OF EVALUATIONS

Instrument for measuring performance objective C 2, 3, 4.

From the following list convert the verbs into nouns, the nouns into verbs and the adjectives into nouns.

<u>NOUNS</u>	<u>ADJECTIVES</u>	<u>VERBS</u>
decisión	rápido	sospechar
viaje	loco	abrazar
susto	bello	regalar
robo	caliente	nacer
sorpresa	rico	discutir

Instrument for measuring performance objective E 1

Nominalization with the neuter article "lo"

Modelo: En ese libro, lo del duelo es simbólico.

En ese libro, lo de la rosa es simbólico.

- 1 - la cadena _____
- 2 - el yelmo _____
- 3 - la cruz _____
- 4 - el pan _____
- 5 - el sol _____
- 6 - la herida _____
- 7 - la luna _____
- 8 - el jinete _____

Modelo: Su voz es simpática

Los precios son buenos

Lo simpático es su voz

Lo bueno son los precios

- 1 - El parque es bonito. _____
- 2 - El dinero es importante. _____

- 3 - la solución es urgente. _____
- 4 - Sus palabras son amables. _____
- 5 - Su propósito es evidente. _____
- 6 - Sus ideas son interesantes. _____
- 7 - La alfombra es cara. _____
- 8 - Su aprobación es necesaria. _____

Translate the English words into Spanish.

- 1 - No puedo hacer the impossible. _____
- 2 - Copien Uds. what has been written. _____
- 3 - Sé how strong he is. _____
- 4 - Pensaba en how kind era. _____
- 5 - Ud. no puede imaginarse how tired I am. _____
- 6 - No debemos imitar the bad. _____
- 7 - Haré the best que puedo. _____
- 8 - Prefiero the useful a the beautiful. _____

Instrument for measuring performance objective G 1.

Using the words given write complete, correct sentences. (Choose 10 out of the 15 given).

1. la rabieta
2. el telón
3. el barro
4. el naufrago

5. el arenal
6. la piña
7. la punta
8. la cubierta
9. el apodo
10. la carga
11. el abismo
12. enterrar
13. vigilar
14. chillar
15. el fondo

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